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edition" should be four. Five was correct in the enumeration of the old edition (p. 302), but *Titus Andronicus* has been moved into the "three quarto" group. The old edition did not mention the 1611 quarto, nor, of course, the recently found 1594 copy. Moreover, why does this table omit the two 1611 quartos of *Romeo and Juliet* mentioned on page 316?

Pp. 318-319. In quoting a passage from Heminge and Condell's "To the great Variety of Readers" prefixed to the First Folio, Mr. Lee repeats a number of errors that occurred in the old edition (pp. 306-307). The essential part of the quotation is here reprinted with the correct reading in brackets.

"As where (before) we [you] were abus'd with diuerse stolne [,] and surreptitious copies, maimed and deformed by the frauds and stealthes of incurious [iniurious] impostors that expos'd them; ev[u]en those are now offer'd to your view cur'd and perfect in [of] their limbes," etc.

P. 320. Mr. Lee states that in the First Folio only the second and third pages of *Troilus and Cressida* are numbered, these being 79 and 80. Some copies have the fifth page numbered 82. This was the case in the copy used by Halliwell Phillips for his reduced facsimile.

P. 338. Mr. Lee mentions eleven volumes of Dr. Horace Howard Furness' Variorum edition, just as in 1898, and makes no mention of the additional volumes added during the past seven years.

P. 357, *note*. To Mr. Lee's obsolete references to Shakespeare and Music should be added Mr. Edward W. Naylor's *Shakespeare and Music* (1896), and Mr. Louis Elson's *Shakespeare in Music* (1901), both admirable, scholarly books.

P. 363. Instead of accrediting the German Shakespeare Society with thirty-four year-books (as in 1898), it should now be some forty-one.

These few errors, trifling as they are, should not be permitted to remain in the text. It is to be hoped that they will be corrected before the American impression of the revised edition appears.

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Pädagogische Streifzüge durch die Vereinigten Staaten von Amerika. Vortrag von Dr. AUG. HÖFER, Oberlehrer am Realgymnasium Musterschule zu Frankfurt a. M. Bad Wildungen, 1905. (Sonderabdruck, 8vo., 18 pp.)

Those of us who met the author of this pamphlet on his wanderings through our land will greet his deductions with especial interest. There is more than a grain of truth in his strictures on our American school system and a lesson for each teacher of Modern Languages in what he says. The clearness and lack of prejudice of his presentation deserve notice and praise, and he is to be complimented upon the rightness and keenness of his observations.

He finds, for example, that there is too great a number of women teachers in our schools, holds that these are not the best formative influence upon half-grown boys and sees in our comparatively small salaries the reason for the growth of this already too large majority of women in the teaching profession. The matter of small salaries offers grave food for thought; it is in line with a tendency increasingly noticeable, to regard the teacher as to a certain extent a hireling whom one may discharge upon any pretext whatsoever. Recent unfortunate events in some of our largest universities seem to bear out this statement and it is one which should be combatted with all the energy at the command of the whole teaching profession. The blame to a certain extent, it is true, also falls upon the teacher, who with poor preparation, lack of personality and interest, has only a commercial attitude toward what he regards as a daily task.

Dr. Höfer also speaks a warning word against the trifling in our high schools. The time wasted there is positively inconceivable where debating and dramatic societies and what not, take time from serious work. Too much time, let it be observed, for no sensible person will wish to deprive the young people of their varied interests in the living thing. Yet all this makes for shallowness and keeps our students immature and unstable, while the growing interest in athletics takes their whole attention from their work for days at a time. The daily papers in Cleveland

and even in Boston, for example, devote an incredible amount of space to High School football, with pictures and cartoons and all the vulgar paraphernalia of semi-professional sport. One Cleveland team goes to Chicago to play, another to Pittsburg; high school boys are arrested for disorderly conduct, rowdiness of the college type, after a game, and, finally, ugly rumors of real professionalism are rife here, as in college athletics. These young people, in so far as they come to college, come sufficiently unprepared; if this new evil creeps in it will take away from the sober education and true bookish life that America so needs.

All this tends toward the superficiality which Dr. Höfer so trenchantly discusses. Yet his examples of bad translations are in the main hardly more than ordinary school-boy blunders. The root of the matter lies much deeper and is, as he has observed, in the too varied menu of our high schools. The pinch of chemistry, the spoonful of zoölogy and the few drops of botany are of no avail either for a practical life or as preparation for college. If the attention could be paid to the attainment of those means, language, grammar, the fundamentals of mathematics and history, whose end is in culture, and of those essentials, correct spelling and punctuation, letter writing, vocabulary, which are the stamp of the gentleman and woman, our whole standard of education in the colleges would be raised and the emphasis on elements placed where it belongs, in the elementary and secondary schools. This is not an effort toward making our colleges rival the German university; in most cases there is still a far cry to that, but simply toward an economy of time and labor and toward a more practical and at the same time more cultural education.

The time has come in our educational development when the vanguard can begin to preach culture. To this end we must cease to regard "the best that has been thought and done in the world" as an objective mass; we must make it live in our pupils as a subjective reality. The daily task must no longer be a daily task but must become material for a better and higher life. Julia Marlowe is quoted as having said, that no one can become an artist who goes about his work as a school child at a task. But why should the

school child be taught to go about his task in this purely objective way? By this ugly method we get farther and farther from usefulness and culture.

Dr. Höfer's tone is in the main optimistic—too much so, if we continue in the old paths. He emphasizes America's youth and possibilities. Yet one can hardly agree with him when he says that we have given our pupils but a few bits of change up to the present time, where the German has gold coin. Our effort has been to work out a practical scheme, and for a practical education in all but ethics (unimportant!) the scheme has worked. Now for some content in our system.

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Italian Grammar, by C. H. GRANDGENT, Professor of Romance Languages in Harvard University. Revised and Enlarged. Boston: D. C. Heath and Co., 1904. 12mo., xxxiv + 132 pp.

In this last edition of his *Italian Grammar*, Prof. Grandgent has introduced a set of lessons and exercises that to a great extent occupy the place formerly filled by his *Italian Composition*.¹ We have then, so to speak, two books in one.

The manifest excellencies of this little book, which contains what might be called the very quintessence of Italian grammar and which notwithstanding its succinctness unveils at times facts not contained in books of seven times its size, are too well known to be here dwelt upon. Every one that has used the book cannot but have felt a sense of security due to a consciousness of the mastery displayed in it. Prof. Grandgent has a well-defined end in view towards which he works with a lucidity of mind characteristic of him. He wished to give essentials unencumbered by accessories that should be put off to a time when the student will be ready, if he so desires, to pursue his grammatical studies in Italian treatises, or, God save the mark, in German ones. It is,

¹ This work, too, has appeared in a new revised edition (D. C. Heath & Co., 1904).